



URI – ADVANCE 2003-2004 NSF ANNUAL REPORT

PARTICIPANTS :

The URI ADVANCE program was launched in September 2003 under the direction of the ADVANCE Leadership Team. Headed by Lead PI Janett Trubatch, Vice Provost for Research, Outreach, and Graduate Studies, the other members include:

- Joan Peckham, Professor of Computer Science, co-PI.
- Karen Wishner, Professor of Oceanography, co-PI.
- Lisa Harlow, Professor of Psychology.
- Faye Boudreaux-Bartels, Professor of Electrical Engineering
- Harry Knickle, Professor of Chemical Engineering
- Kate Webster, Adjunct Assistant Professor of Psychology
- Cathy Roheim, Professor of the Environment & Natural Resources Science
- Helen Mederer, Professor and Chair of Sociology

Barbara Silver, Assistant Research Professor, Psychology, serves as Program Director. In addition, Lisa Bowleg, Associate Professor Lisa Bowleg, Psychology, is on the Evaluation Committee, and Molly Hedrick, Psychology doctoral candidate, and Erica Pasquazzi, Education master's candidate, assist in the ADVANCE office with research, data entry, and office management.

The committee structure is shown below:

Evaluation Committee	<u>Lisa Harlow, chair</u> Lisa Bowleg Kate Webster Barb Silver
Recruitment Committee	<u>Harry Knickle, chair</u> Joan Peckham Janett Trubatch Lisa Harlow

Faculty Development Committee	<u>Joan Peckham, chair</u> Karen Wishner Faye Boudreaux-Bartels Cathy Roheim
Networks of Support Committee	<u>Karen Wishner, chair</u> Helen Mederer Janett Trubatch Molly Hedrick
Administrative Collaboration/Climate Committee	<u>Janett Trubatch, chair</u> Barb Silver Helen Mederer

Partnerships

We have been working with an independent organizational change consulting firm, Pro-Change, Inc., based in Kingston, Rhode Island. This organization uses the Transtheoretical Model for Change (TTM). Developed by researchers at the University of Rhode Island and used in industry, government and academe, TTM will be used to develop and validate an attitude scale to statistically measure attitude change toward the inclusion of underrepresented groups as doctoral students and in the professorate of STEM departments. In addition, the model will attempt to overcome any observed adverse attitudes by designing intervention strategies that integrate stage-of-change with cognitive, affective and behavioral processes that facilitate change. These strategies and their incumbent activities will also change as more people progress through the stages. Information about stage change transitions along with numerical data collected in Years 3 and 5 will indicate whether and how successful the program has been in affecting institutional change.

Pro-Change will be involved in: 1) identification and definition of target behavior changes; 2) customization of a TTM survey measure; 3) data analysis and feedback; 5) provision of stage-matched intervention strategies, and 6) re-administration of TTM measures in years 3 and 5.

We have also been working with an outside organizational change consultant, Barbara Sloan of Sloan Dialogs, LLC, who has facilitated our climate change workshops using the Appreciative Inquiry model, also described below.

Collaborators

Within the university, ADVANCE has collaborated with many offices and individuals. We are working with Assistant Provost Clifford Katz in collecting institutional data, with the Provost's office in implementing the Faculty Fellows hiring program, with many chairs and the deans of the four STEM colleges in garnering support for the climate survey and for department climate workshops:

- College of Engineering (EGR) – all 6 departments
- College of the Environment & Life Sciences [CELS] – 7 departments
- Graduate School of Oceanography (GSO) – no separate departments - about 60 faculty in entire college
- College of Arts and Sciences (CAS) – 7 departments

SIGNIFICANT ACTIVITIES & FINDINGS

The goals of the ADVANCE program are:

1. Assessment: To develop and share a comprehensive understanding of the status of women STEM faculty.
2. Recruitment: To increase the number of ranked women STEM faculty
3. Faculty Development: To advance the careers of all women faculty, especially STEM faculty.
4. Support Networks: To improve the available networks of support for all women faculty, especially STEM faculty
5. Administrative Collaboration: To increase administrative collaboration to engage in and promote organizational change.

I. Assessment

The Evaluation Committee is chaired by Lisa Harlow, who oversees all activities and, in particular, directs quantitative analyses. The committee consists of Lisa Bowleg, who oversees qualitative evaluation, Barb Silver, and Kate Webster.

Activities

Focus Groups. The committee began in the fall of 2003 by running 4 IRB-approved focus groups to assess what the issues are for women at URI, and to identify the key behaviors that women feel department colleagues and chairs could engage in that would most contribute to their professional success. The following groups gathered over lunch: women faculty in science, new women faculty, male science faculty, and women faculty in the College of the Environment & Life Sciences. Each focus group had between 6-12 members. The 3 focus groups for women were facilitated by Lisa Harlow and at least one other member of the Leadership Team. The male focus group was facilitated by Psychology Professor John Stevenson and Physics Professor David Heskett.

All groups were given a PowerPoint overview of the ADVANCE project. Women participants were asked to respond to the following 3 questions:

- The one behavior I would like to see changed most in my department is ____.
- The most helpful behavior for the advancement of women in my department is ____.
- The behavior in my department that most inhibits my career advancement is ____.

The men were asked:

- What things advance tenure-track faculty at URI, especially women?
- What things deter tenure-track faculty at URI, especially women?
- What questions should be included in a survey to gauge the climate regarding women faculty at URI?

Climate Survey. Based on a compilation of surveys from other ADVANCE institutions, but primarily from the University of Michigan, a climate survey was developed, consisting of 11 pages and 2 basic parts. The survey can be found on the URI ADVANCE website at www.uri.edu/advance. The first part includes sections on professional employment, tenure clock decisions, available resources and initial start-up package negotiations, teaching and/or student contact, service and leadership, formal recognition, career satisfaction, productivity, mentoring, work environment, work relationships, perceptions about discrimination, partner information, and balancing of

career and personal life. The second part of the survey is the Pro-Change assessment device to determine how ready individuals are to engage in changes that would promote the careers of women faculty. We will use this information to plan our intervention strategies employed in our workshops and other contacts with departments.

In the early spring, Dr. Silver and at least one other member of the Leadership Team visited chairs meetings of each of the four STEM colleges to introduce the survey and request support in increasing the response rate for each department. The plan was to distribute hard-copy booklets and also make the survey available on-line, and as a downloaded PDF file. Colleges were offered 3 to 5 incentives of \$100 each to distribute

to departments with the highest return rates. The survey was distributed in May, just before classes ended.

Chairs were told that the survey will serve several purposes: provide valuable information to all URI faculty and the opportunity for them to voice their concerns, provide necessary information concerning diversity now frequently required by funding agencies, provide a unique self-study tool to help departments promote equity, diversity, retention, and overall worker satisfaction, and provide the foundation for change efforts by ADVANCE where they are needed. In addition, by joining the efforts of other ADVANCE institutions, URI is directly contributing to a collaborative national effort to understand faculty work environments. Finally, chairs were reminded that ADVANCE will be contributing significantly to the well-being of many departments, both financially and through education and training, and that a return of support would be appreciated.

Institutional Data. The Evaluation Team met with Vice Provost Clifford Katz in the fall of 2003 to review the institutional needed by ADVANCE and where the data sources could be found.

Findings

Accomplishments

1. The focus groups were very useful in identifying key behaviors and obtaining direct communication from faculty about issues relating to women. They also functioned as a supportive environment where faculty could connect and discuss sensitive issues. This was particularly relevant for the new women faculty. The 4 key behaviors identified and used to develop the Pro-Change assessment instrument were:
 - a. Creating opportunities for collaboration
 - b. Enhancing competency through mentoring
 - c. Providing resources for doing research
 - d. Generating support through community

A formal analysis and write-up of the focus groups is in development and will be distributed at our anniversary event in early November.

2. The climate survey was completed in April, after significant editing efforts to reduce its length and transfer it to an online survey. It was distributed to all URI faculty (about 720) in mid-May with an on-campus return envelope, and with instructions for accessing the survey on-line, if that was preferred. The distribution was accompanied by a letter from Provost M. Beverly Swan encouraging participation. Also, email notices to all faculty accompanied its distribution. As of July 12, 2004, we have received 200 responses, a 27.7% return

rate, 162, or 22.5%, of which were hard copies, and 38, or 5.2%, of which were on-line returns). When the fall semester approaches, we will re-contact everyone and encourage participation. We began data entry in June and anticipate analysis and report write-up to be completed by our anniversary event on November 5, 2004.

3. A new TM staging instrument for willingness to engage in behaviors to promote women will be validated with this climate survey. Further refinement of the instrument will occur when the survey is re-distributed in 2 years.

Difficulties

1. Developing a climate survey that was thorough, yet not too time-consuming.
2. Wording questions so that they were relevant to all faculty groups, ranked and unranked.
3. Convincing department chairs, particularly those from outside the STEM disciplines, of the relevance of the survey.
4. Asking faculty to complete survey at a very busy time of year

Best Ideas

1. Providing both hard copies and on-line versions of survey
2. Securing the endorsement of deans, and meeting with chairs before the survey was distributed.
3. Deciding to survey the entire campus, not just STEM disciplines. This will give us a larger comparison group, and supports our continued emphasis on the benefits of ADVANCE to the entire URI community.
4. Ensure that at least 2 ADVANCE representatives are present when making presentations to large groups

Deviations and Future Plans

1. Over-ambitious plans resulted in the climate survey being distributed later than anticipated. Analysis and dissemination plans are delayed from spring 2004 till fall 2004.
2. Dissemination of climate survey and other data collection efforts will be launched on November 5, 2004, when Virginia Valian will visit URI. All reports will be published on our website.
3. The climate survey will be redistributed in 2006.

II. Recruitment

The Recruitment Committee, chaired by Harry Knickle, also consists of Joan Peckham and Janett Trubatch, with Lisa Harlow also participating on a part-time basis.

Activities
Faculty Fellows Program. In September 2003, the Recruitment Committee began planning the first round of the Faculty Fellows program, a hiring program that aims to bring in high-quality junior women faculty to departments that are anticipating a faculty slot opening within 3 years. The goal is to secure excellent candidates before a slot is actually available, and provide them with an opportunity to develop a research program (with light teaching and service requirements) and additional support through faculty

development opportunities and mentoring. By providing salary and limited start-up contributions for up to 3 years, this is not only an attractive offer to candidates, but also serves to build early relationships between ADVANCE and several key departments. The full program announcement can be found in Appendix A.

For the initial round, ADVANCE offered to fund one fellow for each of the four STEM colleges. Alternately, if a regular hire was more appropriate, supplemental start-

up funding could be offered instead of a fellowship (see below). Interested departments put in a request for a fellow to the Provost by November 10, who decided on the

following 8 departments on November 17th :

- CAS: Physics, Chemistry
- GSO: Chemical Oceanography, Geological Oceanography
- CELS: Plant Sciences, Cell & Molecular Biology
- EGR: Civil Engineering, Electrical & Computer Engineering

Of the 2 departments per college, the dean and the provost would make a decision depending on the outcome of the searches. ADVANCE paid for position advertising, which occurred in January 2004, and placed one member of the Leadership Team on each search committee. Search committees were advised as to best practices in recruiting for diversity. Following application review, ADVANCE paid for visits for 2-3 candidates, and met with each candidate to answer questions and provide guidance in the negotiation process.

Supplemental Funding. After the chairs' meetings it became clear that fellows are not appropriate in some colleges. Our original plan was modified to include a supplemental funding option, whereby the selected department could, if a regular hire was approved, opt to use ADVANCE funds to enhance a start-up package in order to provide a more competitive offer.

Search Committee Best Practices. Based on the University of Michigan's Faculty Recruitment Handbook, the University of Washington's Faculty Recruitment Toolkit, and the URI College of Engineering's Recruitment and Hiring Policies, ADVANCE undergraduate assistants have helped compile its own handbook and has met with all fellows search committees, as well as other departments who are engaged in searches to advise about best practices.

Findings

Accomplishments

1. The Faculty Fellows Program was highly successful, being enthusiastically received by the 6 departments and GSO. Although the original plan was to fund 4 fellows, with the possibility of offering limited supplemental funding in special additional cases, URI currently has agreements or is in final negotiations with 6 candidates from 3 colleges. When final contracts are in place, ADVANCE will be profiling the fellows on its website (www.uri.edu/advance).
 - a. EGR – 2 hires. Both Civil and Electrical Engineering departments secured excellent candidates, and ADVANCE decided to fund both departments, but for only 2 years instead of 3. This put us over-budget, but it was agreed that Engineering would not receive another fellow in the future.

b. CAS – 2 hires. The Chemistry department had a search in progress, but the candidate did not select URI. Physics, however, was able to secure an excellent candidate. We attempted to offer supplemental funding to a potential Sociology hire. This was a dual career issue, and URI was making offers to both partners. They accepted an offer elsewhere, but were appreciative and attracted by URI's willingness to accommodate both partners as much as possible. ADVANCE was able to offer modest

supplemental funding to a woman Clinical Psychology hire, a department with few women.

c. CELS – 2 hires. Both Plant Sciences and Cell & Molecular Biology secured excellent candidates, and the dean was active in arranging a way to hire both. It was agreed that the Plant Sciences candidate would be funded for 1 year, and the CMB candidate would be funded for 2 years, totaling 3 years. ADVANCE will be over-budget on the start-up packages for this college, but, again, there will be no further fellows for this college.

d. GSO – none yet. GSO is currently interviewing candidates.

2. Best practices in recruiting were researched and compiled into a draft handbook that has been distributed to and reviewed with all search committees. The final document will be included in a future interim report.

Difficulties

1. Budgeting for the Faculty Fellows program. We are currently over-budget, having front-loaded this program so aggressively in Year One. We have funds in this category for supplemental funding in the future (Years 4 and 5), but it is unlikely we will fund any more fellows. We also underestimated the associated costs related to advertising, travel expenses, etc.
2. Communication with some search committees who were somewhat reluctant to include ADVANCE participants or consider alternative ways of conducting searches. Ensuring that these departments engage willingly in climate change workshops.

Best ideas

1. Offering funding to departments served as an expeditious means of attracting the attention of STEM departments to the activities and goals of ADVANCE. Also, although we strive to communicate that climate change activities are important and beneficial to all faculty (see Section V below), departmental participation in these activities is likely increased because we have provided attractive funding.
2. Supplemental Funding option greatly widened the appeal of the program, and allows much flexibility in helping departments secure women faculty.

Deviations and Future Plans

1. The Faculty Fellows Program is over-budgeted for the current funding period, and likely the next one, due to enthusiastic response to the program and 6-7 new hires, instead of 4. ADVANCE will be working with departments, the Provost's office,

and possibly NSF to rearrange funding to accommodate this unanticipated, but positive, early outcome.

2. Focus will be on support of current fellows, and supplementary funding opportunities for future hires.

III. Faculty Development

The Faculty Development Committee is chaired by Joan Peckham, and also consists of Karen Wishner, Faye Boudreaux-Bartels, and Cathy Roheim.

Activities

Incentive Fund. The ADVANCE Incentive Fund will award \$40,000 per year to URI personnel who submit proposals that promote the careers of women faculty in STEM. The fund supports efforts by individuals or departments that foster climate or organizational change, that support research by women faculty, and that support the general goals of ADVANCE. The Incentive Fund proposal committee includes a member of the Leadership Team from each of the 4 colleges:

- Joan Peckham, CAS
- Karen Wishner, GSO
- Cathy Roheim, CELS
- Faye Boudreaux-Bartels, EGR

A proposal announcement was disseminated by email and by hard copy to the entire URI faculty in December 2003. The full announcement can be found as Appendix B. Review of proposals began in late February and awards were announced on March 22, 2004. The proposed plan was to offer 2 rounds of awards, but for Year 1, one round was announced for a full \$40,000 disbursement of funds.

Topical Lunch Series. A series of lunches, paid for by ADVANCE was planned for the spring semester, 2004. These lunches were to be offered to women in science, with priority given to new women faculty. The lunches cover a variety of topics, and are to be facilitated by both speakers from URI and guest speakers. We had planned on 4 lunches in the spring, and elected to begin a month later, and so offered a series of 3 lunches.

Faculty Development Workshops. The development of career development workshops began in spring 2004. They will be offered to all faculty with the following priority: new women STEM faculty, all women STEM faculty, all junior faculty, all faculty. In addition, a mentor training program is being developed for senior faculty in order to effectively mentor junior faculty. Pilot workshops are planned for Fall 2004. The mentor training program should begin in early fall and is being organized and facilitated by Bette Erickson, Assistant Director of the Instructional Development Program, and Faye Boudreaux-Bartels, Professor of Electrical Engineering. Molly Hedrick has recently completed a best practices draft document to be used in workshop planning. A Negotiation Skills Workshop, facilitated by Laura Beauvais and Donna Meyer, Assistant Professor of Mechanical Engineering, is scheduled for late September 2004.

Findings

Accomplishments

1. Incentive Fund. 17 proposals were received, and 8 were awarded funding. Five female assistant professors, two female associate professors, and one male full

- professor received a total of \$40,000 in ADVANCE funding. Funding was requested primarily for summer re-contracting, graduate student assistance, travel funds, software and equipment, and guest speakers. Monies were awarded to:
- a. Tracey (Morin) Dalton, Assistant Professor, Marine Affairs. Title: Multidisciplinary Evaluation of Marine Protected Area Performance
 - b. Nancy Eaton, Associate Professor, Mathematics. Title: Edge Coverings for Complete Bipartite Graphs
 - c. John Gates, Professor, Environmental & Natural Resource Economics. Title: Perspectives for Women in Natural Resource Economics
 - d. Roberta King, Assistant Professor, Biomedical Sciences. Title: Endocrine Effects of 17-Beta-Estradiol Modulation in a Marine Organism
 - e. Valerie Maier-Sperdelozzi, Assistant Professor, Industrial/Manufacturing Engineering. Title: Uncertainty in Analytic Hierarchy Process Decisions for Manufacturing Systems
 - f. Alison Roberts, Associate Professor, Biological Sciences. Title: software purchase to increase productivity with current seed funding
 - g. Li Wu, Assistant Professor, Mathematics. Title: Domain Decomposition ELLAM Method for Advection-Diffusion Equations
 - h. Mirang Yoon, Assistant Professor, Physics, Synchrotron X-ray Diffraction Study of Faceted Semiconductor Surfaces
2. Topical Lunch Series. All 3 lunches were well-received and well-attended, with between 18 and 30 attendees per lunch. Attendees were primarily new women science faculty, but also included graduate students in STEM, senior faculty and members of the ADVANCE Leadership Team. The lunches were:
- February 26: Meet Your Friends in the Research Office (An informal lunchtime discussion on how to submit a proposal). Facilitated by Franca Cirelli and Rosemary White, Research Office
 - March 26: Thinking About Tenure From the Start (Panel discussion about things you should be doing from the first day on the job). Facilitated by Joan Peckham and a panel of tenured women science faculty
 - April 29: Work-Work and Home-Work: Making the Connections (Discussion focused on how the trend towards longer employment hours in the U.S. has affected how we think about and spend our lives at home). Facilitated by Helen Mederer, Professor and Chair, Sociology
3. Faculty Development Workshops. A draft best practices in mentor training has been compiled by Molly Hedrick and is being used in the development of a training module to be offered in the fall. The Negotiations Skills Workshop will be held September 30, 2004, and others will follow throughout the fall semester.

Difficulties

1. Incentive Fund – determining priority areas when awarding funds

Best Ideas

1. Pilot series of topical lunches are very popular with new women faculty and grad students. With increased marketing, these will hopefully become an eagerly

anticipated staple event for networking socially as well as for exploring relevant topics. Plans are to expand idea to include other venues and other audiences, in order to provide a variety of social gathering opportunities that include a thematic or educational component.

Deviations and Future Plans

1. Faculty workshops and mentor training were slated to begin in the spring of 2004. This was overly ambitious, especially given how much time commitment the Recruitment component took. We will begin these in the fall of 2004.
2. Topical lunches will become open to a wider URI audience and will include invited speakers, as well as URI faculty speakers.

IV. Networks of Support

The Networks of Support Committee is chaired by Karen Wishner, and also consists of Janett Trubatch, Helen Mederer, and Molly Hedrick.

Activities

Policy Review. A primary activity of the Networks of Support Committee is to review and revise existing policies and procedures that will contribute to a healthy work environment for women faculty, and, by extension, for all personnel. These will include reviews of family leave policies, dual career hiring practices, child care availability, tenure clock practices, etc. This year, the committee worked over a several month period in collaboration with the President's Commission on the Status of Women, the Women's Equity Committee and the URI-AAUP Committee W in developing a new Family Leave Policy for URI faculty and staff (see Appendix C). After a thorough review of national standards and policies by Molly Hedrick, a progressive policy was developed and submitted to President Carothers in June 2004.

The issue of dual career couples has been a recent focal point for the committee. An interview protocol was developed with guidance from Lisa Bowleg, qualitative evaluator, and interviews are currently being conducted with dual career couples at URI. Interview categories so far include: dual career hires, chairs interviews, and dual career couple applicants who did not come to URI. Molly Hedrick and an undergraduate assistant are compiling best practices. A set of guidelines will be developed for consideration in the fall of 2004.

URI has limited child care availability, and a new child care facility on campus grounds is in the planning stages. ADVANCE has been working with other groups on campus (Family Friendly Task Force, President's Commission on the Status of Women) to move forward with these plans. A web page reviewing all available area childcare has been posted on the ADVANCE website.

Social Events. ADVANCE will be sponsoring social events on campus and off campus that connect women to other colleagues and social contacts. The goal is to reduce isolation and increase the sense of belonging, particularly with new faculty.

Findings

Accomplishments

1. A revised Family Leave Policy was presented to the President in June, authored by ADVANCE and the President's Commission on the Status of Women. He was

enthusiastic and will present the policy, which includes a 6-week paid leave clause, to the Rhode Island Board of Governors for consideration. The vision

statement for the policy, the set of recommendations that are the foundation of the policy, and the proposed policy itself can be found in Appendix C.

2. Dual career interviews have been conducted with: 5 faculty members, 3 chairs
3. Social events sponsored by ADVANCE include
 - South County Women's Networking Socials: November 2003, January, March and May 2004
 - Into the Woods reception, October 2003

Difficulties

1. collaborating with several organizations on campus in producing policies that reflect broad interests

Best ideas

1. Collaborating with other organizations on campus (such as the President's Commission) and being inclusive when considering policy revisions, so that all personnel benefit.

Deviations and Future Plans

1. Policy review took painstaking efforts, and is proceeding slower than originally planned. We are focusing on dual career guidelines and child care facility development for the 2004 fiscal year. Development of a brochure for new faculty was also too ambitiously planned; this will also occur in the coming year.
2. Social events will increase and will often occur in the ADVANCE Resource Center, which only is getting adequately furnished this summer.

V. Administrative Collaboration/Climate Change

The Climate Change Committee is chaired by Janett Trubatch, and also consists of Barb Silver and Helen Mederer. This committee was originally called Administrative Collaboration, and its goal was to engage administrators in the overall efforts of ADVANCE. It was enlarged to include all efforts that address general climate change at URI.

Activities

Engaging Administrators. ADVANCE held a press conference in October 2003 announcing the ADVANCE program. President Carothers and Provost Swan both enthusiastically endorsed the program. In the fall of 2003, Barbara Silver and at least one of the member of the Leadership Team met with the Council of Deans and the Chairs' meetings of the colleges of EGR, CELS, and CAS. We also met with the entire faculty of GSO. During these meetings, a Power Point presentation was given, and support was requested for upcoming activities, such as climate workshops and a climate survey. Beginning in November 2003, ADVANCE began working with the department chairs and search committees selected to search for faculty fellows.

Climate Change Workshops. During the spring 2004, ADVANCE laid out a roadmap for interacting with all departments in the STEM colleges. The departments seeking fellows

were among the first to be approached to engage in these workshops. In addition, the department of Natural Resources Science solicited ADVANCE about

providing climate change assistance. We have developed an integrative model of change based on the Transtheoretical Model of Change and Appreciative Inquiry. Barbara Sloan, Sloan Dialogs, LLC, has served as an outside organizational change consultant, and has visited the URI campus on 3 occasions: December 2003, January 2004, and May 2004. The plan is to continue these workshops until all STEM departments have engaged in one 3-hour session, a 1.5-hour follow-up session, and additional follow-up meetings as necessary. Information from the Pro-Change staging instrument included in the climate survey will be used to inform the strategies used in future workshops and in other departmental interactions. The model and its implementation are more fully described in Appendix D.

Advisory Council and Department Liaisons. ADVANCE has approached individuals that represent broad and varied interests at URI to be part of an Advisory Council. In addition, liaisons from each department have been identified and will serve as conduits and representatives of ADVANCE.

Campus Presentation. On November 5, 2004 Virginia Valian will visit URI. She will give a general talk on gender equity in academia, and will meet with the Advisory Council and administrators regarding climate change activities. In addition, the results of the climate survey will be disseminated with an overall description of the climate change plans of ADVANCE.

Findings

Accomplishments

1. The climate workshops to date have included:

- December 11, 2003: Natural Resources Science
- January 30, 2004: Natural Resources Science (2), Plant Sciences
- May 13, 2004: Civil Engineering, Electrical & Computer Engineering, Cell & Molecular Biology

They have been well attended, with at least 75% of the faculty from each department participating. Feedback has been positive, with most people appreciating the opportunity to speak openly about issues not usually discussed. Many urged that ADVANCE follow up the initial workshop and not let the good action planning that faculty engaged in go to waste. A full evaluation of the initial set of workshops is being developed and will be included in the next interim report. Several workshops are planned for the September-November timeframe

2. Engaging administrators has been effective, for the most part. The Provost's support has been instrumental, and the deans of the four colleges have been enthusiastic. Likely because of the Faculty Fellows Program, the activities of ADVANCE has some relevance to each of them

Difficulties

1. Scheduling climate workshops is difficult within the semester. There are few good times when the entire department is available and willing to devote 3 hours to something they are not convinced will be useful.

2. Convincing faculty and chairs that workshops are worthwhile has been difficult in most cases. Faculty are supportive once they have attended, but getting them there has been a challenge. We anticipate future difficulties when we approach

departments that do not have a fellow coming in. We will be using positive evaluations as marketing material for future scheduling.

3. Translating workshop goals into actions within departments has not happened yet. Persistent contact with ADVANCE representatives will be useful in ensuring positive outcomes. Planning the follow-up sessions is very important at this stage.

Best Ideas

1. Bringing in an outside consultant has lent credibility to the workshops.
2. Integrating 2 change models has offered a rich perspective to our change efforts, and gives us several vantage points and from which to plan our interactions.
3. Choosing committed departments that are obliged to participate has given us a base of positive feedback to use in future marketing of workshops.

Deviations and Future Plans

1. The ADVANCE Advisory Committee has not yet convened and will do so in early fall. We are working with Barbara Sloan, the outside organizational change consultant, to clarify the role of this committee. We would also like to make the departmental liaison group an active coalition this coming year.

TRAINING AND DEVELOPMENT

Graduate assistant Molly Hedrick, a doctoral candidate in clinical Psychology, who is interested in gender issues, has done extensive research developing the family leave policy as well as the mentor training best practices draft document. She is also leading the dual career couple research and is the lead interviewer. Erica Pasquazzi, a math major and Education master's candidate, is currently managing the collection of institutional data for the 10 NSF data indicators. She is also handling the data entry for the climate survey, and is managing the budget for the Incentive Fund.

All ADVANCE Leadership Team members are gaining leadership training both through the Faculty Fellows Program and the climate workshops. Insight and experience has been gained from serving on fellows search committees and analyzing as a group how faculty searches can be best conducted and managed. A document reviewing this experience is planned. In addition, Leadership Team members who are participating in the climate workshops are also learning how to become catalysts in the development of healthy work environments.

OUTREACH ACTIVITIES

All of the climate change activities constitute outreach to members of the URI community who have little knowledge of climate or gender equity issues. In the various

presentations and workshops we have held, we believe we have already had a significant impact on bringing a general awareness of these issues into the URI consciousness.

In addition, ADVANCE is looking forward to partnerships with the proposed RI-INBRE project to increase the representation of women and minority students in the biomedical

sciences, providing a needed link that connects faculty and student initiatives. As well, ADVANCE hopes to partner with the NSF Rhode Island EPSCoR program, dedicated to increase the science research base in Rhode Island.

Finally, ADVANCE has begun to communicate with academic institutions in the southern New England region to create a network of support that will include dual career hire collaboration, as well as social and professional networking.

PUBLICATIONS AND PRODUCTS

1. Conference Presentations

- 2004 ADVANCE National Conference, Atlanta, Georgia:

1. URI ADVANCE Academic Work Environment Survey. Presented by Barbara Silver
2. URI-ADVANCE Sustainability. Presented by Vice Provost Janett Trubatch

- AAAS-Pacific Division 85th Annual Conference, Logan, Utah, June 2004:

1. Changing the Culture at the University of Rhode Island: Assessing Readiness for Change. Presented by Barbara Silver
2. Changing the Culture at the University of Rhode Island: Dual Career Issues. Presented by Barbara Silver

2. Website: www.uri.edu/advance

3. Parental Leave Policy (Appendix C)

4. Transtheoretical Model for Change Staging Instrument (see survey on website www.uri.edu/advance)

5. TM-AI Climate Change intervention model (being tested and refined)

CONTRIBUTIONS

Contributions within and Outside Discipline

1. ADVANCE is confident that the intervention model being developed, the AI-TM integrative model (Appreciative Inquiry - Transtheoretical Model for Change), will provide an effective, flexible tool that can be adopted for use by other universities and in industry settings to promote a healthy work environment, particularly gender equity, in any setting. We aim to further develop and pilot the assessment tool and the intervention protocol over the next year, and hopefully add a significant contribution to climate change efforts in any work setting.

Contributions to Human Resource Development

1. Climate workshops: have served as significant vehicles for “consciousness-raising” and have provided excellent department self-studies. For example, phone interviews by ADVANCE with women faculty who left one department were conducted. Their responses were communicated to the department during a climate workshop, and provided great insight about how the department functions.
2. Search committee members have benefited from discussing issues that influence women candidates who come for faculty interviews, and for reviewing best practices in recruitment and retention. This includes approximately 30 faculty members.
3. ADVANCE Website is still under development, but provides information and resources for faculty, and will include training modules in the future.

4. Climate survey will provide a major catalyst in departmental and university self-study about working conditions and working environment at URI.

Appendix A

ADVANCE Recruitment Funding Opportunities 2003-2004

ADVANCE is an NSF-funded, 5-year, \$3.5 million program to increase the representation of tenure-track women faculty in science, technology, engineering, and mathematics, and to provide career development and support services. ADVANCE is offering monetary support to departments that are planning to diversify their faculty through the hiring of qualified women. During the first year of the ADVANCE Recruitment Program, each of the four colleges below will be given funding for one ADVANCE faculty fellow OR supplemental funding for one regular tenure-track position.

ELIGIBILITY: Any department whose discipline is eligible for NSF science, technology, engineering, or mathematics funding, including all those in the College of Engineering and the Graduate School of Oceanography, and the following departments in the College of Environmental Life Sciences and the College of Arts and Sciences: Biological Sciences, Chemistry, Computer Science & Statistics, Mathematics, Physics, Psychology, Sociology & Anthropology, Cell & Molecular Biology, Environmental & Natural Resource Economics, Fisheries, Animal & Veterinary Science, Nutrition & Food Sciences, Natural Resources Science, and Plant Sciences. Please call the ADVANCE office (874-9422) if more information is needed.

ADVANCE Faculty Fellows Program

ADVANCE funding will be made available to support faculty fellows for up to 3 years in departments that have been approved by the Provost for an upcoming appointment. The purpose of the program is to develop high-potential candidates who will then transition into tenure-track faculty positions. Selected fellows will be hired with the understanding that, assuming satisfactory evaluations, the fellow position will convert to a tenure-track position, with no further search required. Since research opportunities are often slow in coming to new faculty assigned heavy teaching responsibilities, the emphasis here should be to offer fellows an attractive opportunity to get a solid research program underway immediately. Past experience indicates that retention is high for new faculty who become involved in helping to build strong, high quality research programs. The faculty fellow will be asked to teach one course the first year, and up to 2 courses in subsequent years of the fellows appointment. No service activities will be required. This program will enable departments to secure valuable candidates prior to an actual opening of a tenure-track faculty position, and will allow candidates to develop as independent researchers while strengthening the university's overall research program.

The fellowships are for candidates with an earned doctorate in a scientific, technology, engineering, or mathematics discipline, or for those in their final phase

of doctoral work. Fellowships can be held up to 3 years, with appointment to faculty rank at any time during that period, pending the opening of the designated tenure-track position. At this time, a performance evaluation will occur, and if satisfactory, a letter

offering the conversion of status will be presented. The fellow will be offered the option of counting up to 3 years of her fellowship, after PhD, towards tenure.

Up to four fellows will be funded the first year (maximum one per college). After the first year, we anticipate funding two to three fellows per year in high priority areas that will be identified by the Provost.

Fellows will be offered professional and personal development opportunities beyond the scope of the present faculty development, and will be provided educational opportunities through seminars, training, and professional continuing education, including the ADVANCE workshops for existing faculty. We anticipate assigning each fellow two trained mentors, one inside the department, and one outside, for advice and assistance. Efforts to develop social networks and partner career assistance will also be offered.

Salary, benefits, and start-up funds will be commensurate with other university positions for junior level faculty. The final package will be negotiated among the college dean, the provost and ADVANCE. Departments will be asked to contribute at least \$5,000 to start-up funds. ADVANCE will also pay for recruitment costs, for interview expenses of up to 2 (or 3 if necessary) candidates, and for moving expenses.

ADVANCE Supplemental Funding Opportunities

In cases where a regular faculty appointment is more appropriate than a faculty fellow, ADVANCE will offer substantial funding supplements to start-up packages in order to provide a more attractive offer if a high quality female candidate is selected during a normal faculty search. This might include summer salary, course release, equipment match, lab set-up, etc. ADVANCE funding should only supplement what would normally be offered for each position; departments should be willing to contribute what would amount to a standard URI package. The ADVANCE office will offer guidance to departments on best practices for the recruitment of women and minorities.

Like the faculty fellows program, new tenure-track faculty will be offered professional and personal development opportunities beyond the scope of the present faculty development, and will be provided educational opportunities through seminars, training, and professional continuing education, including the ADVANCE workshops for existing faculty. Efforts to develop social networks and partner career assistance will also be offered.

Procedure for 2003

Departments and their Deans will determine where their areas of highest need are and submit these to the Provost. Deadline: November 10, 2003

The Provost approves, from all requests, up to 8 positions to advertise. Deadline: November 17, 2003. From the positions advertised, no more than 4 faculty fellows or regular hires will be chosen for this year.

For those positions identified as faculty fellow positions, ADVANCE will issue general advertisements describing the Faculty Fellows program and the positions sought. During the search process, if a fellows candidate is identified who is more appropriate for a regular appointment, the ADVANCE Supplemental Funding alternative may still be used.

If it is determined that a regular appointment would be more appropriate for a given area, the department advertises for the position, and ADVANCE Supplemental Funding may be used to attract high quality candidates.

Applications for ADVANCE fellows will be sent to the ADVANCE office in Carlotti, which will then distribute to departments. A representative from ADVANCE will sit on each ADVANCE fellow search committee.

In addition to the regular process of requesting Supplemental Funding for a fall appointment, if there are special requests during the year, ADVANCE will try to accommodate them, depending on availability of funds for that year.

Note. The procedure for future years will include earlier deadlines. In order to remain responsive to the needs of the University, we will review Year One and make any revisions to these guidelines accordingly. Any input is welcomed.

For all questions or requests, please call the ADVANCE office at 874-9422.

Policy Acceptance

Signature Date

M. Beverly Swan

Provost & Vice President for Academic Affairs

Robert E. Gillis

Director, Affirmative Action, Equal Opportunity & Diversity

Rev. 11/4/03

Appendix B

ADVANCE INCENTIVE FUND 2004

Request for Proposals

The NSF ADVANCE Incentive Fund invites URI personnel, men and women, to apply for awards that promote the careers of women faculty in science, technology, engineering and mathematics (STEM). The fund supports efforts by individuals or departments that foster climate or organizational change, that support research by women faculty, and that support the general goals of ADVANCE.

Eligibility – URI ADVANCE fellows, and female STEM faculty seeking to strengthen an existing research program or “kickstart” a new research program, or female or male faculty or personnel in any department who promote the research careers of female STEM faculty. The research agenda to be supported must be eligible for NSF funding from a STEM (Science, Technology, Engineering, Mathematics) program.

Available Funding – ADVANCE expects to award up to a total of \$40,000 per year, awarded in two rounds per year. In order to disperse funds across several STEM departments, we expect that most awards will be about \$5 - \$10K but smaller and larger requests will be considered.

Deadlines – For this first round of awards, applications must be delivered in hard copy (5 copies) to the ADVANCE Resource Center, 001 Carlotti Hall, and e-mailed to silver@uri.edu by Monday, February 23, 2004.

Review Process – An ADVANCE subcommittee will review the proposals and forward recommendations for funding to the ADVANCE leadership team. Members of ADVANCE who submit proposals to the incentive fund will be asked to remove themselves from any decision process that involves their proposal. ADVANCE expects to review the proposals and release funding to the successful applicants by Monday March 22, 2003.

Example Programs – ADVANCE will consider funding the following or other similar requests or nominations (this is not an exhaustive list and we welcome other creative ideas):

- A collaborative research project, proposal or paper in which a female STEM faculty member is a PI, Co-PI, author or co-author. For example, this could fund an item of equipment needed for the project but not funded by any other means. With strong documented justification outlining the extent of the work required, summer salary used to conduct research or prepare a proposal could also be requested. The money does not need to go directly to the female STEM faculty member, but there must be a clear benefit to the overall career and effort of that person.
- An invited visit by a distinguished female scientist in the departments' field of expertise, where the visitor will, for example: a) give a departmental seminar to faculty and graduate students; b) give a seminar to undergraduate students, and c) meet with or conduct a workshop for female faculty members. Proposals that support the goals of ADVANCE through the incorporation of different types of interactions will be given priority. The goal of such a proposal would be to increase the number of role models available for young women faculty and women graduate students.
- A trip in which a senior faculty member, male or female, travels with a junior female STEM faculty member to a funding organization such as NSF, NOAA, NIH, USDA, or to a professional conference with the goal of enhancing networking opportunities for the junior faculty.
- A project in which a senior faculty member agrees to co-advise a doctoral student with a female STEM faculty member.
- A departmental project, activity, or re-organization that supports the general goals of ADVANCE.
- Nomination of an Award of Merit to an individual or department that has contributed exceptionally to the goals of ADVANCE. (ADVANCE PIs, Associates, and Fellows are not eligible.)

Submission Details –

The project description should be no more than 5 pages long and should include the following parts:

1. Objectives
2. Short Justification
3. Clear description and timeline of the research, activity, and/or climate change that will be supported or rewarded.
4. Budget describing how the monies will be used, with justification and information on any other funding that has been obtained for this project.
5. Justification that the research or research career that will benefit from the funding is NSF STEM fundable.
6. For a collaborative research proposal, a single project description approved and signed by all members of the team is required as above. In addition, each team member will write a letter to ADVANCE that describes how this will be a successful collaboration and how it will enhance the career of the female STEM faculty member. For example, senior faculty members who have invited a junior

female faculty member to join a research team should outline the steps they will take to assure the success of the project, and show how the proposed project will contribute to the research career of the junior faculty member. The junior faculty member should outline how the proposed project will contribute to her research career and why these particular collaborators are necessary to the project. The letters should also describe the work that each individual expects to contribute to the project. Individual applicants, or projects that are more general in nature (i.e. speaker requests), need only submit the project description without letters.

The ADVANCE committee may request additional information by phone during the review process. At the end of each funded activity, there will be a one page final report due to the ADVANCE office one month after the completion date given in the approved proposal timeline.

Please direct all inquiries and submissions to the ADVANCE Resource Center, 001 Carlotti Hall, 874-9422, or silver@uri.edu

URIADVANCE is an NSF-funded, 5- year institutional transformation program to increase the representation of tenure-track women faculty in science, technology, engineering and mathematics, to provide career development and support services, and to promote an enriched working environment for all faculty.

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Appendix C

Proposed Family Leave Policy and Related Documents

FAMILY LEAVE AT URI

PHILOSOPHICAL FRAMEWORK

The following documents represent collaboration among the President's Commission on the Status of Women, the ADVANCE Program, and the Women's Equity Committee. We appreciate that the current administration has taken steps to recognize the need to include family leave issues within the context of gender equity for the purpose of creating a more welcoming and productive work environment for all URI faculty and staff. Research has shown convincingly that women pay a high price for motherhood and marriage, that men pay a high price for lack of involvement in family life, that children pay a high price as a result of both, and that ultimately, society as a whole is adversely affected. As a result, we offer the attached recommendations and rationale for policy change and future family friendly efforts, as well as a suggested family leave policy that incorporates these recommendations. We stress the opportunity to use policy as a means to bring about social change, not as a reflection of present cultural expectations. This work is based on several guiding principles.

First, our policy will recognize that the economy depends on families to perform essential unpaid work: to bear and raise the next generation of workers, to support and nurture present and past workers, and to consume products made in the economy. Thus, work and family are inextricably interconnected institutions—one cannot function without the other.

Second, our policy will not reinforce the cultural idea that women are and/or should be the most important or natural caretakers. We will ensure that our policy will not reify the

cultural ideology that keeps women in charge of family life. Thus, our policy will create parental leave strategies that are designed to prevent encumbering families with having to make gendered choices about child care. Research evidence is quite clear on three points: that children are well served when they are cared for in families with shared responsibility for their nurturance, that fathers would like to be more involved in family life, but feel unable to do so because of work policies, and that when gendered choices about child care occur in families, women are much less able to succeed in even the most family-friendly work environment. Thus our policy will recognize that for workplace policies to be most efficacious, such policies cannot assume that women will be the main or only caretaker in families.

Our proposed parental leave policy is an attempt to use language that avoids gender assumptions about responsibility for child care in recognition of the goal of gender equality in employment. Thus, in writing the policy, we have seized the opportunity to create a truly effective parental leave policy for women, men, and employers—one that recognizes the interrelatedness of work and family. This involves a simultaneous change of families and work, by making the same behavior/accommodations available and acceptable for both men and women. If we are serious about the overall goal of gender equality in employment, then we need to change gendered choices in families in order for work equity strategies to succeed.

Finally, we would like to stress that a family leave policy is only an initial step in the ultimate goal of creating a family friendly environment. Issues such as child care, elder care, dual career families, modified duties, policies that apply to all staff and students, tenure clock stoppage, and changing norms, while incorporated in our recommendations and policy, all require special attention beyond policy change.

The President's Commission on the Status of Women, the ADVANCE Program, and the Women's Equity Committee firmly believe in the words of Present Carothers when he stated:

“...one of the most important issues in the work place is child care...supervisors here can help these employees by making reasonable accommodations in such matters as start and quit times, flexible work hours to make up missed time taken for family emergencies, assignments which can be completed at home and other creative arrangements. Our goal should always be to get the work done with highly motivated, dedicated and skillful employees. We gain that when we treat our colleagues with respect and concerns for them and their families” (memo to Vice Presidents, Deans and Directors dated October 5, 1998).

PARENTAL LEAVE POLICY

BACKGROUND AND GENERAL RECOMMENDATIONS

In response to President Carothers' request for a revised policy regarding parental leave, a review of relevant literature, existing URI policies, and policies at other universities was conducted during academic year 2003-2004. This document summarizes the results of that research, outlining several research-based recommendations for creation of the new policy.

Since 1966 the percent of doctoral recipients who are women has risen from 12 percent to 42 percent, yet at universities, women disproportionately hold more staff and academic personnel positions compared to men and disproportionately fewer faculty positions

compared to men (Mason & Goulden, 2002). This is due, in part, to the demands placed on professional women who have family responsibilities. The effects of family and work pressures placed on women are potentially devastating. For example, ACADEME reports that 59% of married women with children indicated they were considering leaving academia (Mason & Goulden, 2002). This statistic can be seen in light of the repeated finding that women in academia have higher turnover rates than men (see for example Tolbert, Simons, Andrews, & Rhee, 1995; Brown & Woodbury, 1995). The lack of policy that ensures paid leave for family care-taking needs is one of the most widely cited reasons for female discontent and high turnover rates (Georgia Institute of Technology, 1998). Over the next few decades, institutions that have family friendly policies will be able to attract the most qualified men and women. As a result, the URI ADVANCE Program and the President's Commission on the Status of Women suggest the following recommendations in order to provide optimal flexibility and choice in regards to paid and unpaid parental leave options.

RECOMMENDATION 1: URI will revise its current maternity leave policy.

RATIONALE: The current policy is dated May 1989 and does not acknowledge the Family and Medical Leave Act of 1993. The FMLA provides up to 12 weeks of job-protected unpaid leave within a 12-month period for both men and women for the birth and care of an infant or an adopted child, care of an immediate family member (including parents) with a serious health condition, or a worker's own serious health

condition. The FMLA covers private, state and local government employees and some federal workers who have worked at least 1250 hours for an employer in the previous 12 months in a workplace with at least 50 employees. Furthermore, the Rhode Island Parental and Family Medical Leave Act provides for an unpaid leave for 13 consecutive weeks in any two calendar years for parental leave, including adoption. Although family leave is referred to in AAUP contractual article 21.5.1, FMLA and Rhode Island PFMLA are not. Neither the PFMLA nor the FMLA is mentioned in the Human Resources procedural manual. While it is clear that the Board of Governors policy and individual collective bargaining agreements provide for at least 6 months leave without pay (but with health benefits), URI policy should reflect the FMLA and Rhode Island PFMLA.

A recent petition drafted by URI professors Sharon Hartman Strom and Wendy W. Roworth note that both the Human Resources maternity leave policy, as well as the AAUP contractual agreement have several flaws and are open to varied interpretation. According to this petition, several female faculty have reported that some Chairs, Administrators and Deans at URI have denigrated pregnant women and that pregnant women have confronted obstacles when attempting to utilize sick leave for maternity leave under the purview of the current URI maternity leave policy. There should be a clarification of how a request for parental leave is approved and how arrangements for resumption of work are coordinated. Faculty members should make the request for parental leave to the Department Chair, who will approve the leave in cooperation with the Dean. Arrangements for return from leave with duties other than teaching (see Recommendation 4, below) should be arranged with the Chair, in consultation with the Dean and the Provost.

RECOMMENDATION 2: URI will expand its current maternity leave policy offered solely to females to a parental leave policy offered to both males and

females and will be sensitive to one-parent families and other family structures/arrangements.

RATIONALE: The birth/adoption of a child profoundly affects both new parents. “Maternity” assumes women not only bear, but are the primary caretakers of children. Additionally, children are best served if both mothers and fathers are involved in child-rearing tasks. Strictly relying on maternity leave suggests that paternity is not equally valuable and it forces families to make gendered choices. The overwhelming majority of fathers state that they have too little time to spend with their children, but express a strong desire for increased involvement with their families (Polatnick, 2000). Many fathers report that workplace cultures that ignore their family lives and allow inflexible schedules and leaves are primary disincentives to involvement in child rearing (Prokos, 2002). Furthermore, if benefits are offered solely to childbearing females, this is called discrimination and leaves the university legally vulnerable. The policy must also acknowledge and accommodate alternate family structures such as same-sex partners, one-parent families, and other unmarried partners.

As a related topic covered under the Rhode Island PFMLA, we recognize the importance of clearly delineating the conditions under which family leave applies to elder care. With an aging URI faculty due to fewer hires, within the more general context of an aging society, elder care will become a long-term issue for everyone.

RECOMMENDATION 3: URI will establish a parental leave policy that includes 6 weeks of PAID parental leave, separate and independent from accrued sick leave. Parents can choose to take this paid parental leave either before or after using accrued sick leave. New parents should be able to use all of their paid and unpaid options without having to continually provide justification and/or documentation for doing so. Ultimately, new parents should be able to request paid and unpaid leave options that do not erase sick leave.

RATIONALE: Offering paid leave to parents is in accordance with recent AAUP recommendations (Statement of Principles on Family Responsibilities and Academic Work, 2002-2003). Women with access to paid leave work later into pregnancy, are less likely to work during the birth month, and start work sooner once the infant is at least 2 months old (Joesch, 1997). This surprising finding can be attributed to a family friendly environment that encourages women to return to their job after birth, rather than to quit or choose between work and family, which ultimately results in shorter interruptions of work. The University of Minnesota, the University of California, North Carolina State University, Michigan State University, and Penn State University, among others, all have at least six weeks paid parental leave. Many other universities, such as the University of Massachusetts at Amherst, Duke University, and Iowa State University, have, or are developing, policies that include paid parental leave.

Parenting is long term and additional options need to be incorporated to account for this responsibility. This paid leave needs to be separate from sick leave. The current URI maternity policy suggests that women may use accrued sick leave time as the only option for paid maternity leave. Depleting personal sick leave for maternity leave places women faculty at a greater health risk compared to male faculty. Under our policy recommendations, parents could still utilize accrued sick leave either before or after the birth/adoption of a child if they so choose. Six weeks of paid leave accounts for

postpartum biological recovery only, however. Most physicians agree that 10 to 12 weeks is required for recovery from childbirth and early childhood care. Therefore, the use of accrued sick leave for parenting should be seen as an additional choice.

RECOMMENDATION 4: The new family/parental leave policy will include a Reduced Workload component as well as a Full-Time Active Service with Modified Duties option.

RATIONALE: The current URI AAUP contractual article 21.5.2 mentions a reduced workload option, but it is unclear who decides whether or not the request is granted and the duties and salary of the faculty member on reduced workload status. It is also unclear whether or not this applies to both males and females and under what conditions (e.g., only childbearing or for other family-related issues as well). Furthermore, the AAUP recognizes that not all parents wish to have a reduced workload upon return to work. As a result, the AAUP recommends that all parental leave policies include provisions for full time active service with modified duties. Although we understand the unique challenges of coordinating parenting and workloads within a university setting (e.g., returning in the

middle of a semester when teaching courses would be impossible), faculty members nonetheless need clearly articulated alternatives for returning to work presented to them.

RECOMMENDATION 5: The new family/parental leave policy will include a tenure-track stop provision. Using this provision will not penalize the faculty in any way.

RATIONALE: Junior faculty often struggle during the probationary years as assistant professors before tenure. This struggle coincides with the time period in which many women choose to start families. A national study from the University of California at Berkeley found that women's chances for tenure are greatly reduced if they have children (Mason & Goulden, 2002). This study found that women who have babies within 5 years of earning a PhD are 30% less likely than women without babies to ever receive a tenure-track position. Only 56% of women with babies earned tenure within 14 years of earning a PhD. This is compared to 77% of men who had children early in their careers who went on to earn tenure, and 71% of men with no children who earned tenure. This can be seen as an example of institutional discrimination.

"Raising a child takes 20 years, not one semester. American women, who still do the vast majority of child care, will not achieve equality in academia so long as the ideal academic is defined as someone who takes no time off for child-rearing. With teaching, research, committee assignments, and other responsibilities, pre-tenure academics commonly work many hours of overtime. Defining job requirements in this way tends to eliminate virtually all mothers, so it is not surprising the percentage of tenured women in U.S. colleges and universities has climbed so slowly" (Drago & Williams, 2000).

In an effort to create greater work place flexibility for parents, Mason and Goulden (2002) and others (e.g. Drago & Williams, 2000) recommend that universities provide the option of part-time tenure track positions for early child-raising years, with re-entry rights to full-time positions. Resume gaps would have to be discounted when considering tenure and require a different way of viewing traditionally linear tenure clocks. Some universities have already begun to implement innovative part-time solutions. For example, a grant from the Alfred P. Sloan Foundation at UC Berkeley is aiding in the process of implementing a policy package that would include part-time

tenure track positions for faculty at this university. Oregon State University has allowed couples to create one full-time position by each taking a part-time tenure-track position. Although we recognize that not all parents desire to work part-time, with many choosing to work full-time, these are just a few examples of how choices and flexibility can benefit faculty members and the institution.

RECOMMENDATION 6: Any policy change must be accompanied by a dissemination component that aims at educating faculty about policies and benefits, changing discriminatory norms, and facilitating uniform implementation across disciplines.

RATIONALE: These recommendations need to be clear policy agreements rather than simple informal/negotiated practices. “On some campuses an implicit model of total dedication still exists, requiring faculty members to demonstrate that work is one’s primary, even sole, commitment” (A Study on the Status of Women Faculty in Science at MIT, 1999). Thus, it becomes a problem of changing norms. These issues are not issues to be dealt with at an individual level. Institutional changes need to be implemented in order to resolve these family-centered challenges cited by overwhelming numbers of faculty. The MIT report, A Study on the Status of Women Faculty in Science at MIT (1999) recommends: 1) make the policy on parental leave and tenure clock uniform throughout the school, and make the policies widely known so that they become routine; and 2) take steps to change the presumption that women who have children cannot achieve equally with men or women who do not have children.

Creative techniques can be utilized for the dissemination of this information. For example, the University of California at Davis’ Women’s Resources and Research Center has published a web page about issues of maternity leave. It contains personal accounts of 28 women faculty, as well as the web link for the official handbook pages addressing the policy.

Human Resources at URI could potentially assist employees who are planning on taking family leave in several ways. For example, a Family/Parental Leave Specialist trained in university policies should be available to assist employees, deans, and directors to ensure consistent interpretation and use of the policy. The employee would contact this person for any potential concerns or questions during family leave. Dissemination would include making the Family/Parental Leave policy available on-line and distributing brochures to all department offices and employees. Evaluation of the effectiveness of the policy should be developed and employees should be asked to fill out a survey within six months of return to full-time employment. An important part of this evaluation will be benchmarking where improvements still need to be made.

RECOMMENDATION 7: Related practices such as child care and dual earner couples must be taken into consideration.

RATIONALE: Revising the parental leave policy is only an initial step toward creating a family friendly climate URI. In our ultimate goal of creating climate change, other child/family friendly policies must be explored in relationship to parental leave. For example, UC Berkeley incorporates leave for day care and school functions into their policy for school activities such as PTA meetings, parent/teacher conferences, or field trips. Eight hours per month can be taken for such events. Other advocates recommend subsidized childcare for students, faculty and staff in need. Access to child care on the

URI campus is currently being assessed, but much more effort and support needs to be focused on this concern. It is difficult for new parents to come back to work without adequate child care, which is extremely limited at URI (as evidenced by the extensive waiting list at the campus' only child care center), as well as in the community. Additionally, women are often asked to choose between their families and their careers. Women with PhD's are far more likely to marry partners who have advanced degrees than are men and are more likely to defer to a spouse's career than are men (Mason & Goulden, 2002). Lack of appointments for dual earning couples again forces

gendered choices in terms of career and family. The URI math department explains the difficulty in retaining female faculty due to deferment to their spouses' careers and parenting responsibilities as the "two-body" problem. Whenever possible, dual career families should be accommodated. Hiring dual career partners, providing progressive parental leave and child care policies will increase the likelihood of both people staying. RECOMMENDATION 8: Policy change must include all faculty and staff.

RATIONALE: A recent UC Berkeley study (Mason & Goulden, 2002) found that females are over represented in staff and academic personnel (lecturers, adjunct, research, and other non-ladder rank faculty) positions when compared to their male counterparts. Policy change, therefore, must address these two crucial populations.

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Proposed Parental Leave Policy for the URI Community*
(*considerations particular to faculty noted as such)

This proposed Parental Leave Policy pertaining to the new arrival of a dependent child contains three main categories for concurrent implementation. The first is particular to the concerns of faculty, who were the impetus for President Carother's request to the Commission. The second reaffirms the need to make some of current processes and policies more transparent, more accessible, and thus more equitable. The third recognizes that moving from a "medical" model to a "parenting" model will have some financial impact; nonetheless, the modest financial investment will be more than offset by the benefits of establishing a more parenting-friendly climate.

No-cost alterations

- Stop tenure clock upon request (appropriate for faculty only)
- Reassigned workload

Current practices to be made more transparent and accessible

- Unpaid leave up to one year with no interruption in benefits
- "Parent Advocate" contact in Human Resource Administration

Some new resources needed

- Paid parental leave up to 6 weeks not taken from "sick" leave

GENERAL GUIDELINES & DEFINITIONS (written with language pertaining to faculty, to be modified for all other employees as appropriate)

All faculty members are eligible for leave or modification of duties for purposes of carrying out parenting responsibilities. It is the intention of this policy that faculty using Parental Leave, Active Service-Modified Duties, and/or Reduced Workload do so with minimal disruption to student learning by giving enough advance notice that alternative arrangements for instructors can be made. Parenting leaves should be requested at least 30 days in advance, if possible. The faculty member requesting parental leave should make the request in writing to the Department Chair, who will approve the leave in cooperation with the Dean and Provost. The Parent Advocate in Human Resources may be a resource at any point in this process. Faculty are encouraged to begin consulting with the Parent Advocate in Human Resources as early in the process as they can.

Definition of "the arrival of a new child": the birth of a child or children, adoption of minors, acceptance of children for long-term foster care, and/or addition of step-children under the age of 18.

Definition of "parent": person or persons assuming responsibility for the new child, whether or not a biological parent.

Definition of "domestic partner": an individual who is at least 18 years of age, has shared a common residence with the employee for a period of at least four consecutive months and intends to reside indefinitely with the employee; the partner and the employee are not married to anyone, they share a mutually exclusive, enduring relationship, and the partner and the employee consider

themselves life partners, share joint responsibility for their common welfare and are financially interdependent.

NO-COST ALTERATIONS

[Explanatory note: these are appropriate for faculty only, and in some cases are already in place. By articulating them as policy here, we seek to assure that all faculty have access to these simple provisions.]

Tenure Probationary Period for Tenure-Track Faculty:

Parental leave will result in a temporary “stop” on the tenure clock without prejudice, upon request of the faculty member. Such “stops” can be taken in one-year increments. Alternatively, if a faculty member chooses, within six months of return to full-time services he or she may elect in writing to have the leave time count as a part of the tenure probationary period. This must be approved by necessary parties.

If the faculty member does not seek parental leave, the faculty parent may nonetheless elect to stop the tenure clock for one year. Necessary parties must be notified in writing within six months of the arrival of a child.

Full-Time Active Service With Modified Duties

If the faculty member does not opt to take a full semester for parental leave (either before or after the arrival of a child), a period of full-time Active Service with Modified Duties shall be granted on request. The terms and conditions of the modified duties shall be mutually agreed upon by the employee and the department chair, in consultation with the Dean and Provost. HRA’s Parent Advocate can also serve as a resource for determining appropriate Modified Duties.

Requests for a period of Active Service with Modified Duties shall be circulated in writing, and shall include a statement describing the modified duties subject to approval. Given the academic semester calendar, modification of duties will normally entail either partial or full release from classroom teaching.

Examples of modified duties: any combination of substantial undergraduate advising; curricular initiatives or special research projects to benefit the department, college, or university; assessments of existing programs; outreach activities to recruit and/or retain majors; editing a newsletter or website for the department, college, or university; a comparative report of similar programs at sister institutions with recommendations for change, ongoing scholarly research, etc.

Requests for Active Service-Modified Duties may be granted for more than one partner at a time, if both partners work for the University.

Part-Time Active Service with Reduced Workload:

In addition, and under the same conditions, a faculty member may request a Reduced Workload in which partial duties are resumed and salary is adjusted accordingly, as arranged by the faculty member, Department Chair, Dean, and Provost. Requests for Reduced Workloads may be granted for more than one partner at a time, if both partners work for the University.

CLARIFICATIONS AND EXTENSIONS OF EXISTING POLICIES

[Explanatory note: as with the above category, these policies are already in place but are not interpreted consistently. As for the Parent Advocate in HRA, we are attempting to name a function already served, thus granting that person more institutional authority and appropriate training, making her or him more visible and accessible to all employees.]

Unpaid Family Leave with No Interruption in Benefits:

In accordance with the Rhode Island Parental and Family Medical Leave Act of 1987 (PFMLA), and the Federal Family and Medical Leave Act of 1993 (FMLA), employees are eligible for up to 13 weeks of unpaid leave, as explained below. Employee health benefits must be maintained for duration of this leave.

Rhode Island Parental Family and Medical Unpaid Leave Act
Section 28-48-2

Parental leave and family leave requirement. – (a) Every employee who has been employed by the same employer for twelve (12) consecutive months shall be entitled, upon advance notice to his or her employer, to thirteen (13) consecutive work weeks of parental leave or family leave in any two (2) calendar years. The employee shall give at least thirty (30) days notice of the intended date upon which parental leave or family leave shall commence and terminate, unless prevented by medical emergency from giving the notice. The director shall promulgate regulations governing the form and content of the employee's notice to the employer.

(b) Parental leave or family leave granted pursuant to this chapter may consist of unpaid leave. If an employer provides paid parental leave or family leave for fewer than thirteen (13) weeks, the additional weeks of leave added to attain the total of thirteen (13) weeks required by subsections (a) of this section may be unpaid.

(c) The employer may request that the employee provide the employer with written certification from a physician caring for the person who is the reason for the employee's leave, which certification shall specify the probable duration of the employee's leave.

Additional Parental Leave Without Pay:

Beyond the 13 weeks provided for by law, the employee is also eligible for additional unpaid parental leave up to a total of one year.

Continuation of Employee Benefits:

During the parental leave, insurance coverage will continue to be available for the employee and any dependents.

Accrued Sick Leave:

Taking paid parental leave does not preclude using accrued sick leave for medical reasons with appropriate documentation.

Parent Advocate in Human Resource Administration:

[Explanatory note: although Human Resource Administration currently handles Parental Leave issues as they arise, a more concerted educational component must be an essential piece of this revised policy: to best disseminate information about policies and benefits, to change discriminatory norms, and to facilitate uniform and fair implementation across disciplines and colleges.]

At least one member of Human Resource Administration shall be designated and appropriately trained as a "Parent Advocate." This role will function as a first stop for information, as a sounding board for concerns, and as an advisory resource. The "Parent Advocate" will be available to assist employees, deans, and directors to ensure consistent interpretation and use of the Parental Leave Policy. The employee is responsible for contacting the Parent Advocate with questions either before or during a Parental Leave.

REQUIRING SOME NEW RESOURCES

[Explanatory note: Providing paid parental leave is fundamental to the success of this proposed policy. The major change, then, is that women will no longer be required to take “sick” leave with a doctor’s note to have a child, as is the current practice. Instead, there will be an allowable 6 weeks of paid leave independent of sick leave. This is crucial in moving from a “medical model” in which pregnancy is viewed as a pathology, and toward a more accurate and equitable “parenting model” with an expansive definition of “parent.”]

Paid Parental Leave:

An employee may, upon request, take up to six weeks’ leave with pay related to the arrival of a new child. The employee does not need to document disability/illness during this six-week period. The beginning of the leave must be taken within a 6 month period relative to the arrival of the child.

Appendix D

URI-ADVANCE Models for Climate Change

Climate Change Workshops

Our direct climate change intervention efforts are based on an interweaving of two theoretical models, the Transtheoretical Model for Change (TM) and Appreciative Inquiry (AI). Our plan is to integrate TM, which provides assessment tools and strategies for interventions to promote change, and AI, which provides a vehicle within which these strategies can be employed.

Transtheoretical Model for Change

TM is a stage-based model developed in the early 1980s at the University of Rhode Island by Prochaska and DiClemente () that has, for over 20 years, been a leading model in promoting individual health behavior change. Recently it has been used successfully in producing organizational change. The basic tenet of TM is that people and organizations follow measurable patterns when thinking about making major changes. The readiness to make a change occurs in stages, and different behavioral and attitudinal processes operate as people move from one stage to the next. Below is a brief review of the stages and processes:

- Precontemplation: not even considering making a change. Processes facilitating movement to next stage:
 - o consciousness raising (increasing awareness of issue through information)
 - o dramatic relief (emotional engagement – visioning how good the change will be or how negative a lack of change could be)
 - o environmental reevaluation (how the department/university would be improved)
- Contemplation: might consider making a change in the near future. Processes facilitating movement to next stage:
 - o Self-reevaluation (how one’s personal situation will benefit from change)
- Preparation: ready to make change. Processes facilitating movement to next stage:
 - o Self-liberation (personally committing to the change)
 - o Social liberation (publicly committing to the change)
- Action: actively engaging in change. Processes facilitating movement to next stage:
 - o Reinforcement management (positive rewards for making change)
 - o Helping relationships (providing support and encouragement from others)

- o Counter-conditioning (not providing rewards for negative behaviors)
- o Stimulus control (ensuring that negative or old stimuli are absent)
- Maintenance: have actively engaged in change for at least 6 months. Processes facilitating remaining in this stage are the same as those for the Action stage.

TM has developed assessment tools to locate people and organizations across stages, and intervention strategies that employ the particular processes that facilitate movement from

one stage to the next. The movement from one stage of readiness for change to the next is not only dependent on what processes are at work, but also on how people weigh the pros and cons of changing (decisional balance) and how much they believe they are capable of making a change (self-efficacy). Through the assessment part of the Academic Work Environment Survey, ADVANCE is using this model to identify what stage of readiness departments are in for making a change toward engaging in key behaviors that will promote the careers of women faculty. We will use this information in designing department workshops and other campus-wide interventions.

Appreciative Inquiry

AI was developed in the 1980s by Cooperrider (Mohr & Watkins, 2002) as a model for promoting organizational change. It is based on the tenets that the process of studying a phenomenon changes it, and that organizations grow in the direction they ask questions about and focus their attention on. Through customized interview guides that focus on positive imagery about an organization's potential, positive change is enabled. The basic principles of AI are that: 1) organizations evolve in the direction of the images created based on the questions asked, 2) change begins the moment questions are asked, 3) the future that is anticipated influences current behavior, 4) there are no limits about what questions can be asked, and 5) the more positive the framework, the more effective the change process will be.

Through half-day AI workshops, attendees are guided through a process that involves:

1. choosing the positive aspects of their organization as the focus of inquiry
2. identifying the exceptionally positive moments in their experiences within the organization
3. sharing those stories with the larger group and identifying the forces that supported those experiences
4. Creating a shared image of a preferred future for the organization
5. As a group, innovate and improvise ways to create that future

ADVANCE will be using this model for departmental workshops that explore ways to produce an excellent departmental work environment for all faculty, with a particular emphasis on the needs of women faculty.

Model Integration

ADVANCE has planned a broad-based intervention that blends both change models. Our introductory efforts assumed that the URI campus was in a stage of "Precontemplation," that is, not considering making any changes to support the careers of women STEM faculty. We began with informational presentations, describing the current status of women at URI, why change was needed, and how it would benefit the entire university

and science in general (consciousness raising, dramatic relief, and environmental reevaluation). See Figure 1, Level 1.

In addition, during the series of Chairs meetings (Figure 1, Level 2), the climate survey and the workshops were introduced, and some assumptions about chairs possibly being in “Contemplation” and even in some cases in “Preparation” stages were made. Chairs

were advised that their departments would generally function better through ADVANCE efforts (self-reevaluation and environmental reevaluation) and were asked to actively endorse the upcoming survey and workshops (self and social liberation).

During the initial AI workshops, departments will be grouped together as logically as possible (Figure 1, Level 3). It is assumed that some participants may move from “Precontemplation” to “Preparation” within a 3-hour time period, recognizing that many will remain in an earlier stage. From choosing the positive as a focus of inquiry through designing a specific plan that will enable the identified preferred future for the department, TM processes will be used in guiding this journey.

Several weeks following the initial workshop, departments will gather again in an Action Plan Workshop, a 1 ½ hour session that specifies (or evaluates, if the department has been pro-active) objectives, exact action items, key participants, timelines, etc. (Figure 1, Level 4). Here, the final processes of AI (creating a shared image of a preferred future and improvising ways to create that future) will be employed with “Preparation” and “Action” TM processes (Self and social-liberation, reinforcement management, helping relationships, counter-conditioning, stimulus control).

Finally, each department (or key representatives) will meet individually with ADVANCE representatives to review activities, evaluate progress, and modify plans (Figure 1, Level 5). During this phase, “Action” and “Maintenance” stages are assumed, and the appropriate processes will be emphasized. Also, during these meetings, the beginning of the AI process, which is circular, will be re-emphasized: participants will be asked to consider the positive aspects of their efforts to date, the exceptionally positive moments individuals have experienced, sharing stories, and planning how to progress further. We believe integrating these models will give ADVANCE both a useful theoretical framework and a language with which to conceptualize change at URI, and a specific vehicle and roadmap for progressing toward our goal of promoting the careers of women STEM faculty. The Academic Work Environment Survey, with its TM assessment component, will be redistributed during Years 3 and 5, and will enable us to track stage-based changes in the departments with which we are involved.

References

- Mohr, B.J., & Watkins, J.M. (2002). *The essentials of appreciative inquiry: A roadmap for creating positive futures*. Innovations in Management Series. Williston, VT: Pegasus Communications.
- Prochaska, J. O. & DiClemente, C.C. (1982). Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy: Theory, Research, & Practice*. 19, 276-288.

Figure 1. URI-ADVANCE Climate Change Intervention Plan

Level 4

Level 5

ACTIONPLANUPDATES

ACTIONPLANWORKSHOPS.

Council of Deans

College of Engineering Chairs Mtg.

Graduate School of Oceanography

College of Env. & Life Sciences Chairs Mtg.

Press Conference

College of Arts & Sciences Chairs Mtg.

INITIALAIDEPARTMENTALWORKSHOPS

Level 1

Level 2

Level 3